

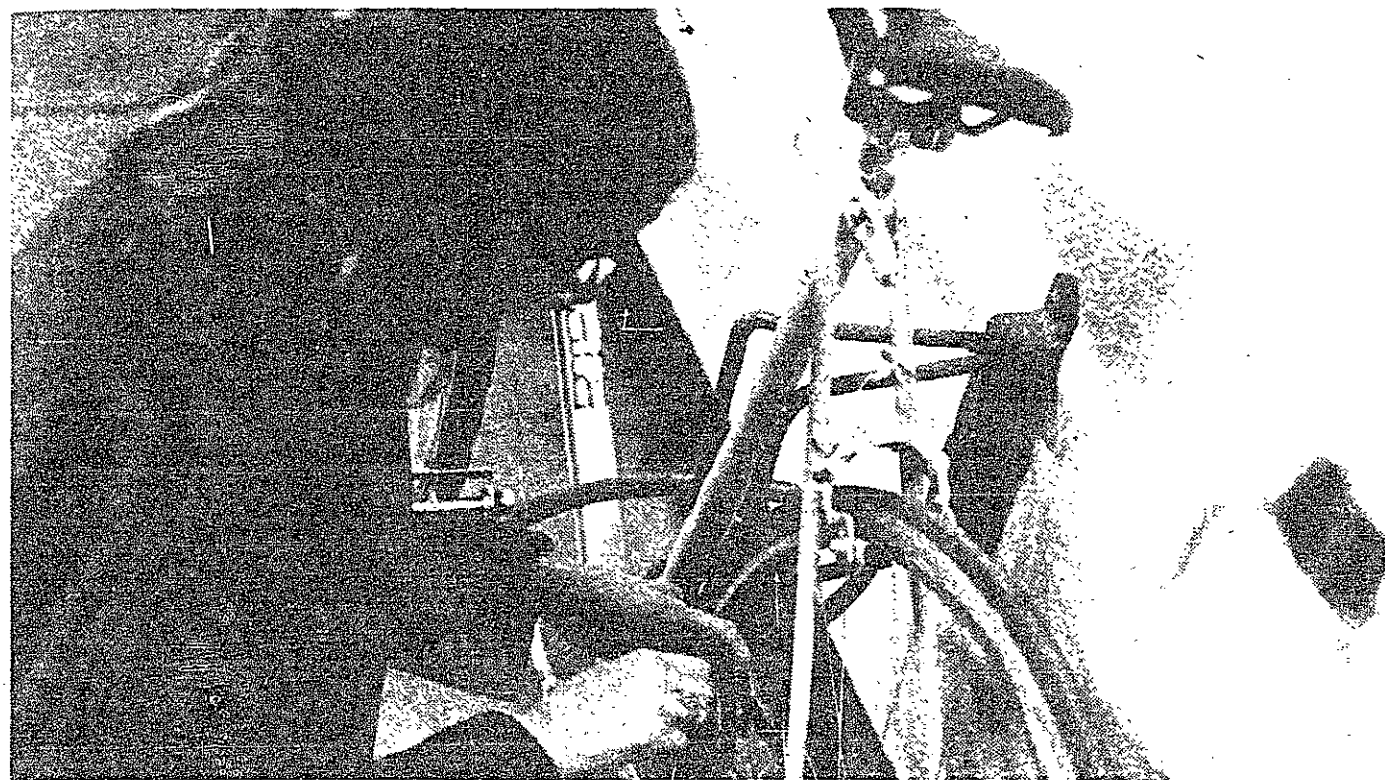
The Tech

VOLUME 92, NUMBER 23

FRIDAY, MAY 5, 1972

MIT, CAMBRIDGE, MASSACHUSETTS

FIVE CENTS



As part of the program to expand safe and convenient bicycle parking areas at MIT, about fifty new bicycle stands have been installed inside the Institute's main buildings. The new bike stands are located in Buildings 8, 13, and 3. Each of these sites is close to ramps or convenient doorways. In addition, they are close to major classroom and lab areas.

The new indoor bike stands have been installed in a manner which permits the main strut of the bike frame to be held rigidly by the stand. These stands will accommodate the traditional bike lock and chain, as well as some of the new locking devices being developed by students and bike enthusiasts.

Photo by Roger Goldstein

GSC offers \$1000 to Northgate tenants

By Storm Kauffman

On Monday evening the Graduate Student Council voted by white ballot to offer up to \$1000 to the Northgate Tenants' Organization to help cover the legal expenses of fighting the termination proceedings initiated by the Northgate Community Corporation last week (see *The Tech*, May 2).

The GSC decided to offer the money through its Finance Committee as the tenants' fight has a deadline, that of the vacancy date — June 1. A member of the Council noted that only half of the funds were presently known to be available but that it was likely that a look at the finances would turn up the extra without any difficulty.

David Tong G, chairman of the Finance Committee, pointed out that he was not even sure if the tenants would want the aid. However, he said, "We felt that the need was critical enough to warrant our immediate action." The money is to be used to cover the tenants' legal expenses.

Ron C. Searls, the head of the Northgate Tenants' Organization, said of the offer "It's great!" The group will be taking their budget to the GSC Finance Committee and Searls noted that some debts have already been incurred. Some \$200 in expenses in March has largely been collected from the residents, but there have been

additional expenditures since then.

Searls predicted that a court suit to fight the terminations might cost about \$500. If MIT were to lose that decision or move to evict those tenants-at-will who refused to vacate, the legal fees would run much more.

The public hearing that the tenants requested more than six weeks ago has finally been scheduled, Searls announced. It has been set for May 18 and all interested persons are invited to attend and offer any information that they may have that has bearing on the subject.

The actual decision on whether MIT has the right to treat MIT-affiliated persons in Northgate as dormitory residents will not be made until later. Searls feared further delays, pointing out that if the rent control board continues its policy of lengthy deliberations the decision may not be made until it is too late to help the tenants' cause. This was a restatement of his previous point that any decision is better than none; at least the tenants will then know where they stand and what action to plan.

The money that the GSC has offered the Northgate tenants will come, eventually, from the Institute. If the conflict reaches court, the question of MIT funding both of the contending parties could have some impact.

Clubs to lose recognition

By Robert Elkin

Over 100 organizations stand to lose recognition as student activities on May 19 due to their failure to refile for recognition as specified in the new constitution adopted by the Association of Student Activities last March.

Loss of ASA recognition will mean that an organization will no longer be able to use MIT's name or facilities including current permanent space in the Student Center or Walker Memorial, to receive money from the Finance Board or to use the resources of the Institute accounting office.

The new constitution required all activities, including honoraries, course organizations and foreign student groups, to review their constitutions on file with the ASA and submit a correct list of officers and mailing addresses by April 18. This was an attempt to eliminate

defunct or inactive activities from the ASA. However, only 34 activities have done so.

The student activities that have already refiled are: African Students Association, Alpha Phi Omega, Arnold Air Society, Chess Club, China Study Group, College Life, Committee for the Right to Choose, Debate Society, Dramashop, Ecology Action, Educational Studies Program, Electronics Research Lab, Experiment in International Living, Folk Dance Club, Lecture Series Committee, New Asian Coalition, New Right Coalition, and Phi Lambda Upsilon.

Also, Radical Environment Designers, Republican Club, Science Action Coordinating Committee, Science Fiction Society, Socialist Study Group, Society of Physics Students, Tech Catholic Community, Technology Community Association, Tech Engineering

News, Tech Squares, Tiddlywinks Association, The Tech, Tropical Plant and Orchid Club, White Water Club, WTBS and Zero Population Growth.

All other student activities will lose recognition unless they refile in W20-401, Activities Office, by May 19. If not, an activity will have to resubmit an application for activity status in September.

Luria urges increased science responsibility

By Chuck Dimino

Various events in this country have shattered the belief in a "smooth path of progress based on technology" and resulted in widespread "doubt and questioning of science and technology as sources of benefit to mankind," according to Biology Professor Salvador Luria.

Luria addressed Tuesday's Technology and Culture seminar on "Science and Responsibility," and was responded to by Professor Robert Mann of the Department of Mechanical Engineering.

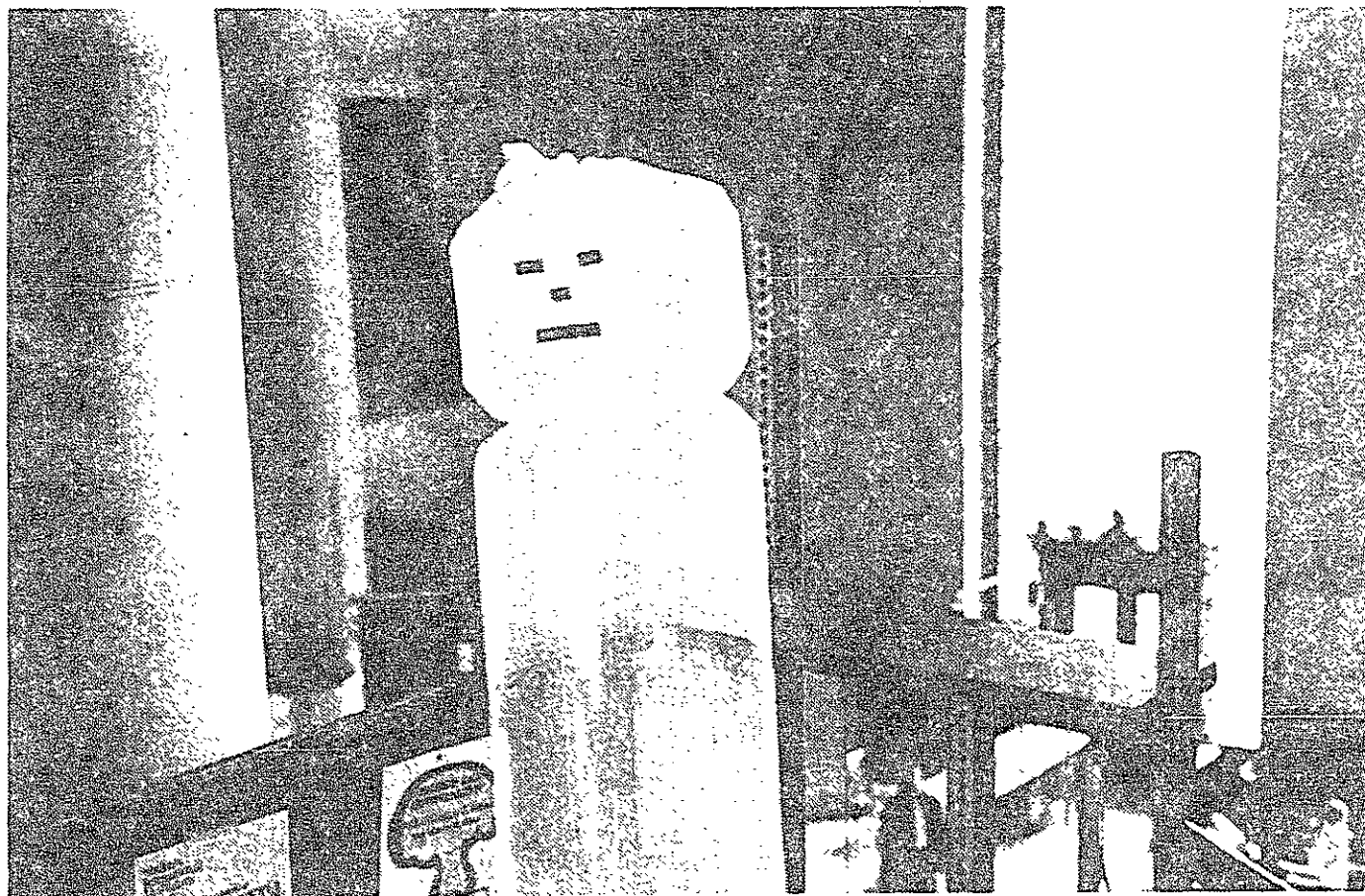
Luria traced the beginnings of scientific responsibility to the first world war, when scientific historical developments first began influencing societal attitudes. He stated that the view of technology was then one of confidence. This was changed, however, by the impact of Nazism — "the fact that in one of the most advanced countries of Europe there came up a regime that was based not only on the misuse of modern science and technology and knowledge, but on the deliberate misapplication [of that

technology] ... to the destruction of the human soul."

This, Luria asserts, represented a shattering of the illusion that society can handle the products of science and technology. "There came during the course of the second world war, the use of a type of war that had never been accepted before ... that is, the acceptance of the extermination of non-combatant populations."

He went on to say that "the rejection of technology ... tends much too often to take the appearance of the rejection of a certain spirit and way of doing things, whereas the really important thing is to ask oneself who controls how technology is being applied."

Elaborating on this aspect of scientific responsibility, Luria implicated the individual scientist, contending that pure science no longer exists as all research is fulfilling some purpose. It is the responsibility of the scientist, according to Luria, to evaluate what the consequences of his work are.



Students plan war protest

By Bruce Schwartz

A unique antiwar demonstration is being planned by students and faculty in the School of Architecture and Planning. Volunteers will construct hundreds of symbolic "corpses" out of polyethylene bags, to dramatically represent the numbers of people dying in Vietnam in battles and bombings.

According to official estimates, over 8000 people died in Vietnam last week, or more than 1000 per day.

The group from Architecture plans to begin assembling the effigies today at MIT. One thousand — a day's death toll — will

be constructed and carried by demonstrators in tomorrow's march to the Boston Common. The "corpses" will be carried to Washington on Monday by MIT's antiwar lobbyists; once there they will be taken to Senators' offices when the lobbyists visit them to urge that they support the Case-Church amendment that would cut off funds for the war as of December 31, 1972. (Plans to construct an additional 1000 effigies in Washington had to be scrubbed due to money problems.)

John Bullard, graduate student in Architecture, and Prof. Julian Beinart explained the project. The idea of building representative figures in order to bring home to people the sheer volume of carnage in Vietnam had been on Bullard's mind for some time. At a meeting last Thursday of students, faculty, and administrators of the School of Architecture, called to discuss what sort of role people in the School could play in supporting antiwar actions, Bullard explained his concept. The group decided to go ahead with the demonstration.

(Please turn to page 2)

IV plans unique protest

(Continued from page 1)

Bullard and Beinart added that the plan is not an official project of the School but of the individuals involved.

Some prototype figures have already been assembled. They are made from polyethylene sheet tubing about 18" in diameter, cut into six foot sections and tied off at top and bottom. A cord at neck level pinches off a "head," and features are supplied by masking tape and a label at the mouth, which carries a message written by the maker. It takes about three minutes to build one of the dummies, Bullard said. A Vietnamese is killed every 2½ minutes.

Though it would be possible for two or three people to build all the "corpses," Bullard emphasized the participatory nature of the activity. The group hopes that individuals with a few moments to spare will come to Building Seven, where construction will be going on from 2 pm today until 2 pm tomorrow, and "personalize" an effigy and its

message.

The expense of materials will initially be borne by the students and faculty involved. They hope to recover some of the money — which could amount to \$200 — through collections.

Beinart noted that polyethylene, unfortunately, is not biodegradable and its use has some

environmental drawbacks. However, it is the only material cheap enough for this purpose — the dummies will carry messages suggesting that they be re-used as garbage bags — and if this form of protest spreads to other parts of the country it may prove effective enough to warrant the disposal nuisance.

get yours -

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NOTES

* Lobby in Washington for the Case-Church Amendment to end the war (see *The Tech*, Tuesday, May 2). The group, seeing senators Monday and Tuesday, will have cars leaving all day Sunday. To join us, call Prof. Leon Trilling, x7481, Paul Hochfeld 247-7717, or the Strike Information Center, x1437 or dl 9200, or sign up in Building 10 now! (We must know today who's going, to set up appointments and arrange transportation and accommodations.) If you're going to be in Washington anyway, you can join us at 9 am Monday at the east entrance of the Capitol. In case of rain, we'll be inside.

* Free food! Today May 5 from 1-5 pm in the Margaret Cheney Room (3-310) there will be an Open House to which the whole Institute Community, especially coeds, is invited.

* Creative photography, 4.051, lottery for fall, 1972, will be held May 8 through May 19 at W31-310.

* Dr. Jerome P. Farnell, Associate Dean of SUNY Downstate Medical Center, will meet with all premedical students on Friday, May 5, at noon in 3-343.

* The annual Awards Convocation will take place on Thursday, May 11, 1972 at 11 am in the Great Court. In the event of rain, the ceremony will be held in the Sala de Puerto Rico. Awards to be bestowed will include the Compton Awards for "lasting and sustained contribution to the quality of student life at MIT," Stewart Awards for extracurricular contributions, the Murphy Award for outstanding service to the Institute Community by an employee and the major athletic awards.

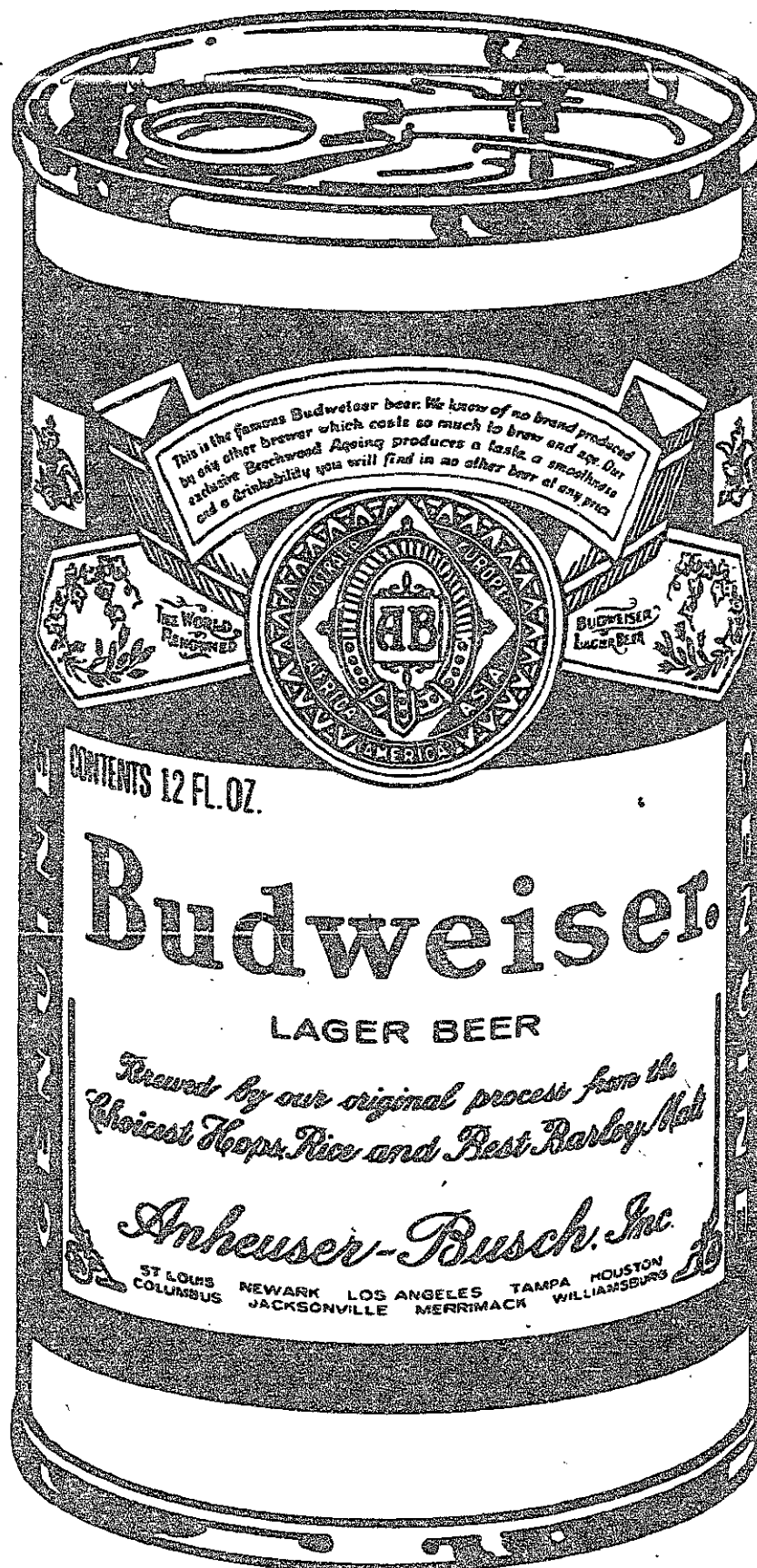
* Free European summer travel information now available at the Foreign Study Office, Room 10-303, including: Youth/Student Transatlantic Fare Information; Student Guides to London, Paris, Amsterdam, Israel; Car Leasing Information; European Railway Pass Information and more!

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(Think about it)

Women's Phys. Ed. required

By Rob Hunter

Subject to faculty approval, women students in the Class of 1976 will have the same physical education requirement as the men. This recommendation has been made by the Committee on Curricula (COC) and is the result of a year-long study of the general Institute physical education requirement.

Currently, the requirement is eight units of athletic credit. Credit is given for intercollegiate recognition (winter sports are worth four points; fall and spring sports are worth two points each term) or completion of courses offered by the Athletic Department (two points each). All undergraduate men must complete this requirement as a prerequisite to graduation, but until now women have had no such requirement. This inequality is being resolved as a result of charges by male students that this is a discriminatory and unfair practice.

The practice is indeed discriminatory, but no practical solution was available to resolve the dilemma. Athletic facilities for women, sufficient to meet the extra demand such a requirement would generate, have not been available at MIT. This problem is being rectified, however.

Facilities are being provided in the interim between now and the time when a final decision is made by the faculty so that adequate women's facilities will be available. Locker space in the Student Center is being expanded, and plans call for eventual renovation of a team room with corridor access, but this is a lengthy process and will not be completed during this spring term. Other facilities, such as the swimming pool and the tennis courts, are already capable of handling the increased demand without major renovation.

The COC decision is not un-

controversial. There is already significant campus dissatisfaction regarding the general athletic requirement. Curiously, there is little sentiment expressed by the women at MIT; if anything, opinion is in favor of the COC decision. This is possibly due to a clause which states that the requirement will not be retroactive, but will apply only to incoming freshmen.

Substantial interest has been expressed by the women in taking regular physical education courses, but availability of these courses has been limited by physical constraints. The expansion of accommodations is expected to result in a significant

increase in the number of women participating in the athletic program.

Unfortunately, the COC decision has not effected a review of the Institute physical education requirement. An informal survey of MIT women produced a consensus that the requirement was fair and necessary, with the important qualification that it is only valid given the existence of a similar requirement for men. Most of those contacted questioned the necessity for the general requirement, and expressed a desire to see this subject brought up before the faculty in conjunction with the COC report at the May faculty meeting.

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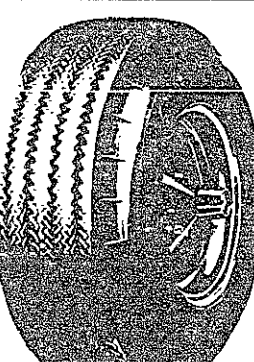
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**1/2
PRICE**

MIT group studies Capital sentiment;

By Robert Hunter,
Norm Sandler and
David Tenenbaum

With the apparent escalation of the war in Indochina, students across the nation have of late been spurred to protest and dissent against the Nixon administration and its policies in South-east Asia, which have allegedly hampered an immediate end to the war.

During April, student leaders called for nationwide strikes and anti-war actions to protest this most recent development in a war which has been marked by minimal public support for involvement, student and campus unrest, and a call for solidarity by anti-war leaders.

It was this same sentiment which in 1970, during the controversial incursion into Cambodia by American and South Vietnamese ground forces, closed down many colleges and universities long before the scheduled end of their academic years. Would this same type of activity occur this year? Would student unrest cause the Nixon administration or Congress to act immediately to end the war? These are the questions which observers were asking at the beginning of the latest increase in anti-war actions, on and off the college campuses. Particularly, should a university close down, how would it affect the decision-making in Washington?

Proponents of the nationwide student strike assert that Washington politicians can not help but listen to the massive waves of discontent. Many feel that, faced with the possibility of a large-scale shut-down of our academic institutions, government, by virtue of its relationship with the populace, must listen and respond to demands.

On the other hand, opponents of the strike and related anti-war actions insist that although they may personally have strong anti-war sentiments, actions of this type (i.e. of the type advocated by the activists) will not be heeded in Washington, and will not bring the war to an earlier end.

One of the underlying questions, the thesis for this study and an issue which must be resolved by the demonstrators as well as the university administrators and the public, is "what effect does the strike and anti-war activity have on governmental decision-making at the present time?" To address this issue of prime importance to nearly everyone at present, this study was hastily but carefully mobilized, to provide answers to pressing questions as soon as possible.

Officials were questioned as to the effect which the student strikes and related actions had upon their personal decision-making, that of their Congressional colleagues, and the impact which they saw the actions as having on the White House, where the influence would obviously be most important. The responses were subjective, and provided a great deal of insight into the evaluation of the overall effect on Capitol Hill. In addition to questions pertaining to the proposed strike, the investigation was also concerned with the determination of effective alternative modes of protest other than a university strike, and specifically those modes which are most influential upon officials in Washington.

Preliminary findings

From our investigation, we conclude that a general strike by the students on the MIT campus would not be an effective means of influencing governmental policy decisions. In addition, the con-

sensus of the officials questioned is that a large-scale strike of this sort would, if anything, have adverse effects on Congress, at least from the point-of-view of the anti-war movement. A member of the Democratic Study Group, when asked about the effects of the strike in Washington, said that "strikes don't influence Congress into taking any particular action on a specific issue such as the war... in fact, they are detrimental if anything." He cited the events surrounding the US involvement in the war as having the most influence, and said that "strikes create a negative perception of student activity by many Congressmen." In addition to the opinion expressed by the Democratic Study Group, a similar view was held by an aide to Senator James Buckley (C-NY), who emphasized that "a group of 15, 20 or 100 radical students taking over a building just doesn't get the hairs up on the necks of many persons in Congress."

In general, student strikes attempt to accomplish the three following objectives:

- (1) Demonstration of widespread opposition to the war.
- (2) Bringing pressure to bear on Washington by closing down academic institutions and causing a general societal disruption.
- (3) Allotting students sufficient time to carry on other anti-war activities.

In Washington, we found that each of the three points above was contested by many of the officials to whom we spoke. As far as the demonstration of widespread anti-war opposition is concerned, many concurred with the opinion of Senator Edward Brooke (R-Mass.), that "strikes are effective only if they represent all members of the community." Most of the officials questioned were skeptical about the actual amount of opposition which is reflected nationwide by a student strike; and Bruce Whelihan, Assistant White House Press Secretary, explained that, "the effect of the strike is local... the only things being affected are the students and academic life, and not the rest of the people." US Rep. Fred Schwengel (R-Iowa), stated that the Nixon administration does not really perceive an increase in anti-war opposition, even with the recent strikes and actions. "He [Nixon] doesn't think there is an increase in opposition to the war... and closing down the schools does not accomplish that."

Results of the investigation imply that student strikes have marginal influence off the college campuses, in as much as a limited amount of pressure is brought to bear on Washington. The limited pressure applied to the Hill by the strike may be attributed to an alleged "isolation" of the academic communities throughout the nation — the "Ivory Towers" syndrome. Assistant Press Secretary Whelihan told us he feels "College students don't have ties with the community, and there is no personal interface between the two groups." James Buckley's aide continued along these lines, "People outside the university community really don't follow the goings-on very closely... your world is really quite isolated from the rest of us."

Admittedly, public pressure may be brought to bear on Washington decision-making through disruption of the social function (i.e. a general strike). However, all of the officials contacted expressed grave doubts that the results of a student strike could approach those of a general strike, which would include students as

well as workers, business, etc. "The President is determined, and is influenced by overall public opinion." Mr. Whelihan explained, "but he is not going to change a policy if one group is mobilized against the war." He also made the point that students are but a single special interest group, and would probably not initiate a widespread general strike. The importance of widespread local opinion is undeniable in this case, but Senator John Tunney (D-Calif.) said that "the strike will not mobilize local opinion."

Alternatives

If held, it is true that a strike would give people more time flexibility to pursue other anti-war activities. The issue raised here is whether (a) this is in fact a valid reason for calling a strike (i.e. is it necessary to halt university functioning to achieve this goal) or (b) other alternatives can be found which will allow a student desiring to express his opinion an opportunity to do so.

Investigation revealed unanimous consensus that a strike is in fact the least effective mode for influencing governmental decisions. On the basis of the interviews, we contend that there exist other practical alternatives which legislators see as being far more effective upon them and their colleagues.

Demonstrations

One of the most popular alternatives to university strikes (and often an offshoot) has been the massive demonstration, which activists have used to rally support for anti-war sentiment. Using their size as an index of popularity, the demonstrations have been used as an attempt to generate pressures on Washington, and in this way are very similar to the objectives of the strike. The similarity, however, extends to the way in which legislators view the protests — they no longer have the impact or the credibility which they once possessed. Therefore, demonstrations have reached a state of ineffectiveness, compared to that which they once possessed, with respect to their influence upon decision-makers. A minority of the Congressmen contacted were of the opinion that although student demonstrations may be ineffective now, demonstrations of the type led by the Vietnam Veterans Against the War gained the attention of Congress, by virtue of the fact that those who were participating had first-hand knowledge of the issue at hand. An aide of Senator Harold Hughes (D-Iowa) said that for a demonstration to be influential it should involve persons like the Vietnam Veterans, who would make legislators attentive to demands.

One of Representative Shirley Chisolm's (D-NY) aides said that demonstrations in Washington are like an industry in that they have become "dry and catalogued." Senator Robert Griffin's (R-Mich) press secretary stated, "Senator Griffin has no reactions to the current demonstrations," and an aide to Senator John Stennis (D-La.) emphatically told us that "nobody likes demonstrations."

Campaigning

The one alternative open to students which was most widely advocated by a vast majority of the Congressmen and law-makers contacted was that of "expressing discontent through the ballot box." An aide of Senator Strom Thurmond (R-SC) told us, "Senator Thurmond takes the view that this is the most informed generation America has ever seen with the most opportunity to effect a change in the country. Due to the eighteen year-old vote and increased television and newspaper coverage of national events, this generation is more involved than any previous generation."

Senator Edward Kennedy (D-Mass) expressed a view similar to that of Thurmond; according to his legislative assistant Mark Schneider, Kennedy feels that "working for someone like McGovern would be an effective means for students to effect policy changes." There appeared to be genuine concern on the Hill as to the relative importance of the newly-franchised youth vote in this year's elections, but most of the persons we spoke to thought that the most influential means was through the campaign, and as Senator Buckley's aide stated, "... the real way to get into the political stuff is to work within the old-style political

machine, on a state-by-state basis for the November elections."

Lobbying

Yet another feasible alternative to student strikes is the practice of lobbying. "Visits from people are a good thing," said a Hughes aide, "... anytime a person from a given state or district goes to his Representative or Senator, that's as direct as you can get." He went on to say that efforts should be directed to those legislators that could be regarded as waverers. Shirley Chisolm's office recommended that lobbyists be selected and well briefed on pending or proposed legislation, and reiterated the suggestion that legislators only be lobbied by their constituents. A legislative assistant to Senator Edward Kennedy said that lobbying in Washington on Capitol Hill would be effective if there were to be a demonstration of 500,000 persons on a Saturday followed by lobbyists soliciting support for specific legislation the next week. Several legislators suggested that an opportune time for a student lobby would be just prior to the vote on the legislation in question.

Written Correspondence

A highly effective means of exerting influence is the old standard letter writing/petition signing campaign. Although it's generally considered an outdated mode, the letter to the Congressman, from our indications, appears to be surprisingly effective. Obviously, one letter from a constituent will not usually cause a politician to worry about the future of his career. However, many of the Congressmen with whom we spoke indicated that they felt letters have a great deal of influence on their decisions. Letters from students are unfortunately not given the same hearty welcome as those of adult constituents "back in the home state." However, Senator Hughes' aide suggested that students persuade just ten political supporters in their home state to write letters to their Congressman; the aide claimed this will definitely have some influence. The officials encouraged all constituents to send letters, but obviously do not guarantee immediate action for every single letter. Petitions were mentioned by a number of legislators, although by now many persons have given up on the signing/mailling to Washington routine. Representative Schwengel (R-Iowa) stated that petitions have a reasonable amount of influence on his decision-making, and that he will take an anti-war petition which he received from his Congressional district to President Nixon next week. However, the letter-writing program was mentioned far more often than were petitions.

Conclusions

In consonance with the above results, we think that: 1) the most effective method for students to effect changes in governmental policies is to engage in lobbying, either in person or in writing, or to participate in electoral politics, and 2) a student strike is doomed to total failure when aimed at the government.

(Please turn to page 5)

Letters to The Tech

To the editor:

What is to follow has been written to encourage you to elect MIT students to the Coop Board of Directors by simply voting for one of them.

One might ask: "What is the Board of Directors and what does it do?" The answer is not: "Oh, it's just another politician's opening to fill in." The Board is composed of 23 directors: 11 students of Harvard, Radcliffe, or MIT, 11 non-student members, and the General Manager. The Board manages the business of the Coop. This includes deciding on prices of items such as books and records, and deciding on how large a rebate should be distributed.

Being an MIT student who spends a

fair amount of money at the Tech Coop, you surely would like to hear that the Board is working in your interests. That is if a fair number of MIT students are on the Board. Last year there were only three MIT students on the Board, compared with eight from Harvard. You are the only one to put MIT students on the Board. Simply vote for any of the candidates from MIT.

Edwin M. Arippol '74
(Besides Mr. Arippol, the other MIT students running for the Coop Board of Directors are: David Bernstein, Charles Dimino, Ernest Hall, Francis Hughes, Robert Longair, Forest Milder, Paul Schindler and James Ziegenmeyer. —Editor)

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The Tech

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Congressmen see strike as ineffective

(Continued from page 4)

and decision-makers in Washington. As harsh as it may sound for a nation "dedicated to many varying conceptions of democracy," Capitol Hill would be almost completely unaffected by a student strike. Though the student strikes may receive nationwide media coverage and widespread public support, members of Congress are not moved by such isolated acts of protest, regardless of how extreme or otherwise noticeable to the general public. The immediacy of actions such as strikes and massive demonstrations lead many people to believe that policy-making in Washington can be altered by a single action. This belief is most definitely not true. The Congress and the Executive branch of the government are not as unstable in their policy decisions as the uninformed observer may suspect; to affect these decisions will take more than an outcry from the academic community.

Those attempting to act within an institution must understand the customs of that institution. Specifically, students wishing to affect the national legislative process must understand that Congress acts slowly, even on matters of great importance, and is wont to conduct lengthy hearings, committee meetings,

and debates. Furthermore, there are apt to be significant time delays between each of the above stages of the legislative process. Those who wish to affect Congressional legislation must have the patience, wisdom, and credibility to stay the course and persevere through what at times may appear to be an excruciatingly lethargic process.

However, lobbying and campaigning on a continuous basis are indeed effective and should not be discounted for any reason. Both of these tactics are aimed at the base of political power — the ballot box.

Long-term efforts which have demonstrable effect on the legislative process, and through this process, on national decision-making, are lobbying and participation in electoral politics. Those interviewed expressed the sentiment that for lobbying to be effective it must closely be connected with a current item on the legislative calendar. Thus, lobbying for an end to the war is not effective; lobbying for passage of an amendment which legislates an end to the war is effective. The lobbyists must be well-prepared, informed, and groomed in order to impress the legislators. However, it must be emphasized that non-constituent student lobbyists attempting to influence legis-

lators will have limited success, as most of those with whom we spoke stated explicitly that they welcome lobbyists from their home districts or states but do not necessarily hold in the same regard those from other parts of the country who come to their offices. Lobbying which does not require as great an investment in time and money as lobbying personally in Washington would include letter writing and the submission of petitions concerned with current legislative proposals to the signers' Congressional representatives.

A longer term involvement which, if effective, will definitely affect the national decision-making process with respect to Vietnam is active participation in the electoral process. Election of a President who promises to end the war, and who can be believed to fulfill his promise if elected, is a certain method to end the war. An effect on national policy may also be had by campaigning on other levels.

An ancillary question arises: What is to be the response of the Institute to those students who choose to become involved in the political process? Some of the students are concerned with increasing their political efficacy. This study shows that they must turn to off-campus activi-

ties that involve the commitment of large blocks of time and effort. Many concerned students may not be willing to commit themselves to an effort of this magnitude at the expense of their tuition. It is relevant to ask at this point if students would be justified in expecting an allowance of sorts that would minimize their academic sacrifice. Should an education at the Institute be compatible with involvement in and study of the mechanisms that operate the nation?

We believe that it should.

(The study discussed in this column was done by Robert Hunter, Norm Sandler and David Tenenbaum, all members of The Tech staff, and was undertaken on behalf of the Student Committee on Educational Policy (SCEP) and funded through SCEP and the Undergraduate Research Opportunities Program (UROP). It was conducted in Washington, DC on April 27-April 29, 1972, and consisted of interviews with numerous Washington officials. Over the course of the investigation, 26 legislators (16 senators and 10 representatives) and/or their offices were contacted, as well as one White House official, in evaluating the effectiveness of the anti-war actions on the Washington political scene. —Editor)

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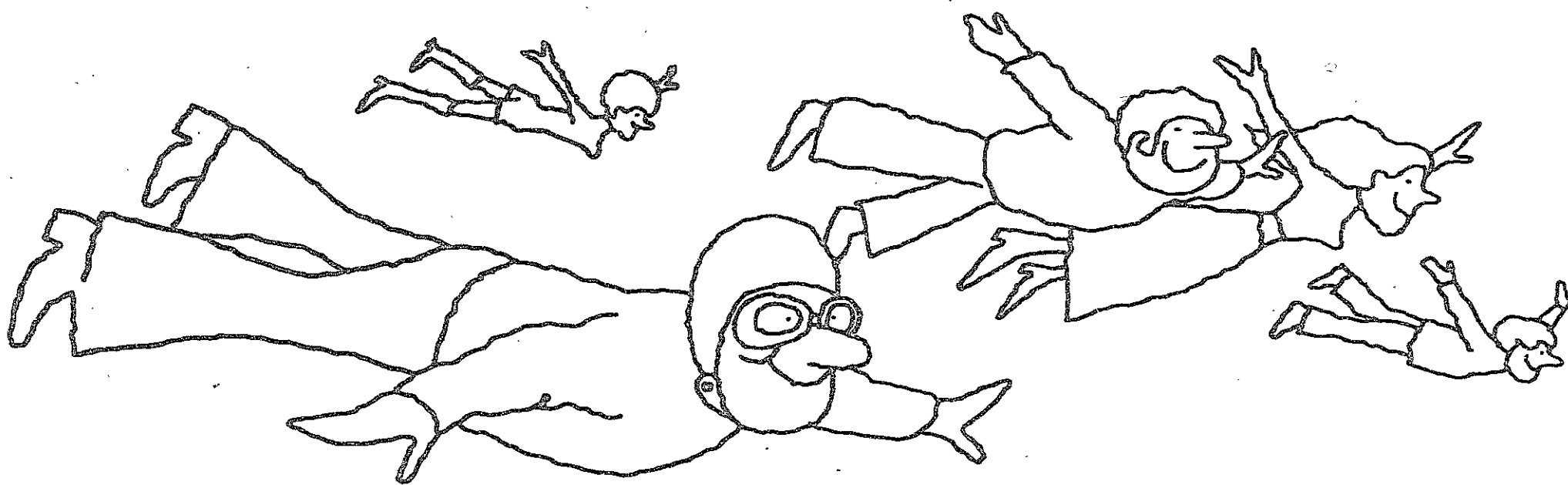
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New England Telephone

Faculty opinions differ on self-paced courses

Prospects for continuation and expansion of self-paced subjects at the Institute seem good, according to some faculty members currently teaching such subjects.

Professor Arthur Mattuck, as chairman of the Undergraduate Mathematics committee, is in charge of the freshman calculus program he set up in 1970. He told *The Tech* that he was satisfied with the self-paced approach for a variety of reasons. Teaching calculus, he feels, consists to a large extent of teaching specific techniques. The testing system is designed to ensure that people taking the subject acquire "a certain minimum competence." This, he says, is a very good way of teaching freshmen on pass/fail, since otherwise students who had done poorly on all the hour tests might pass knowing little of the material covered. Since the problems on 18.01-18.02 tests are comparable to those used before the self-paced system, the students taking calculus have to learn a good deal more than previously.

On the question of a self-paced 18.03 — a favorite idea of graffiti writers outside the undergraduate math office — Prof. Mattuck expressed doubts. The official response posted says, "Self-pacing can distort the emphasis of a course badly, and the Department is worried that this will happen with 18.03. In a self-paced course the exams are everything and it is virtually impossible to lecture on anything but straight exam material." In other words, the "general culture" aspect of the course, which the lecturers — Profs. Wan and Toomre — feel is important, could be lost. Mattuck feels that this would be catering to the "lowest level" of student interest by reducing the subject to pure problem solving. Even as many people want this, it is hoped that some will become more interested during the term. Thus it seems that except for a few 18.03x sections, differential equations will stay the way it is for a while.

The only problem that 18.01-18.02 faces at present seems to be a case of the dread Spring Fever: test taking, lecture attendance, and recitation attendance are all down from the fall. Some thought is being given to the 8.02 system of requiring tests to be taken by certain dates, but Prof. Mattuck says he'll probably first try "stern warning letters" to those who are behind. Alternatively, self-paced 18.02 might be restricted next year to students who had maintained a certain pace in 18.01. Other people, including those who had difficulty in self-paced 18.02, could take it the standard way.

The other large self-paced subjects are Physics 8.01-8.02. Professor Victor Weisskopf, head of the Physics Department, who lectures in 8.02, admitted that he had been unsatisfied with

8.01 this fall. There had been too many tests (eighteen), the course was not organized well, and a host of difficulties occurred, leading a detractor to label 8.01 "physics from a Servend machine." In organizing 8.02 many of these problems were straightened out; for example, the number of tests was reduced to seven. Weisskopf sees the rise in lecture attendance as a possible consequence of the improvements made. He also hopes to increase student use of recitation sections for questions rather than just for taking tests.

Prof. Weisskopf makes the point that 8.02 is not self-paced in the true Keller Plan sense of a tutor working with 10-15 students. Rather, it is a lecture subject where people have "a certain latitude in when they take tests and do their homework." True self-pacing would be impractical on such a large scale, and it is not clear if it would in fact be more effective. 8.01 and 8.02 will probably be continued as they are now, with minor modifications.

The system seems to have been relatively effective in introducing people to the material. Since the subject matter in 12.00 is basically much more descriptive than 18.01 or 8.01, this represents the use of self-pacing in a different type of subject. There may soon be more subjects offered — among others there is a section of 17.21, Introduction to the American Political Process being given self-paced for the first time this spring.

Obviously the self-paced subjects which began as experiments in 1969 have been a general, though not unqualified, success with faculty as well as with students. It appears likely that the number of self-paced subjects will continue to grow, perhaps becoming a new element in the traditional cycle of change from small classes to lectures and back.

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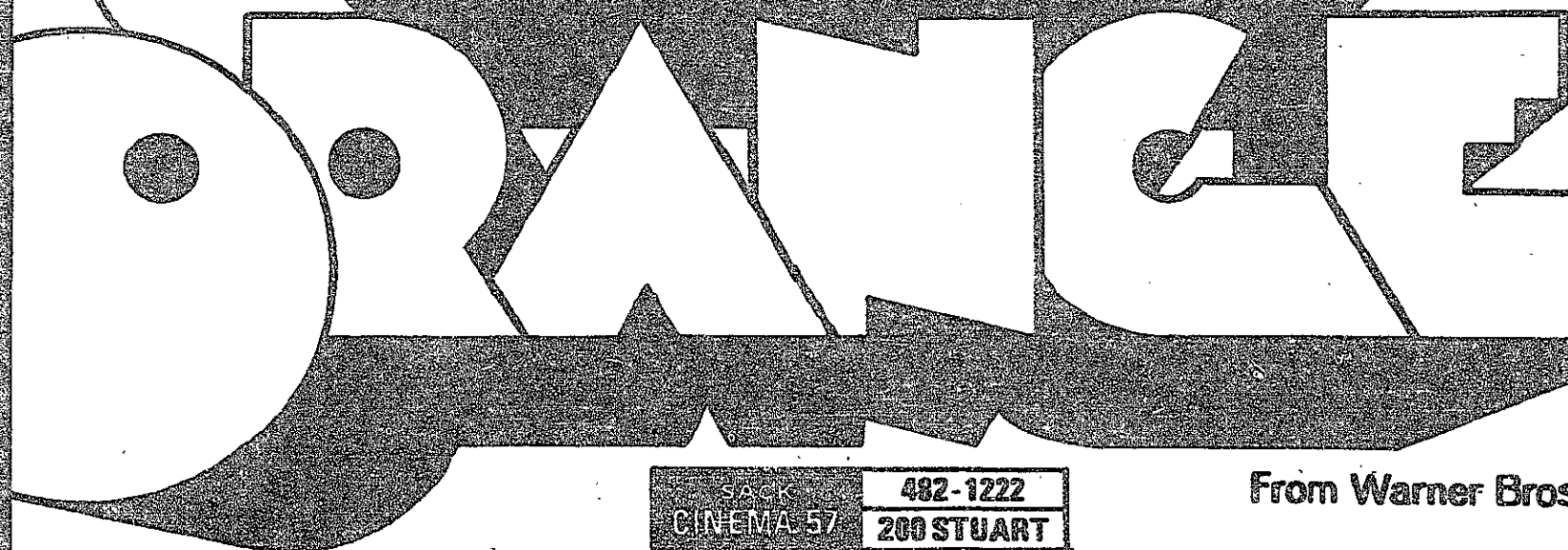
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Close win for ruggers

By Ali Kedou

MIT's Rugby Club established its winning ways Saturday in a brisk, hard-nosed match with the Hartford RFC. Unlike most matches in New England, which feature ragged brawling amidst the forwards and an occasional light sprint by the backs, the match with Hartford displayed innumerable forward rushes and sparkling flat-out attacks by the backlines. The pressure was on both sides throughout, and it made for tense excitement right down to the full-time whistle.

The scoring was nip and tuck. MIT opened with a forward attack that ended with T. Cerne's dive across for a try between the posts. R. Simmonds converted to give Tech six points. The lead see-sawed back and forth on the strength of Simmonds' next three penalty goals. Time and again the strong return kicking of full-back A.N. Other cleared the ball from Tech's goal. The stalwart play of forwards W. Book and D. Zoller and the sure-handed work of S. Gallant in the backline kept Tech pressing at the Hartford goal. With but minutes remaining, the score stood at 16-15 in favor of Hartford.

Then came Simmonds' chance to crown a day of superb kicking with a long, steeply-angled penalty goal. He put Tech ahead 18-16 and appeared to give the side room to breathe. Not so; with less than a minute to play, Hartford were awarded a set scrum at the MIT goal. Two efforts were called back by the ref. On the third set scrum, Hartford heeled the ball and tried MIT's weak side, only to be stopped by C.R. Pantoulous, who sent the ball into touch. Two line-outs later, MIT controlled the ball and cleared it, and the match ended with Tech the exuberant and deserving victors in their most demanding match this spring.

The seconds' match was a carbon copy of the firsts' for thrilling, rapid pace. J. Cremer and D. Clem shocked Hartford backs by appearing suddenly in their midst again and again, and scrum-half M. Best and fly-half A. Solish kept the ball zipping out to the Tech backline. Solid defensive play by forwards O.M. Walker and D.R. Licht bottled

up every Hartford rush. Neophyte full-back J. Wall kept Tech knocking at Hartford's door until winger T. Flanagan bounded over with a try in the right corner.

But the heady atmosphere of fast, exciting play told on the Tech side during the second half. The occasional breaks in discipline which excitement invariably breeds let Hartford slip through some 16 points to win 16-4.

The seconds served notice, however, that they are about to become a winning team. Every player turned in an excellent performance, and it was the concerted opinion of spectators that Hartford won on breaks and bounces, not superiority.

Both MIT sides face the Portland RFC this weekend in another travelling match. Not the least of the Tech worries is that their backline and fast forwards will be occupied with the Harvard Business School's Seven-a-side Tournament. In past years, MIT has proved a formidable contender in this blazingly fast, loose version of the game.

Recreational Reading Collection

Directing Board

The newly formed Recreational Reading Collection, to be housed in the Student Center Library, needs undergraduate volunteers to become members of its directing board. The board, consisting of three librarians and three students, will purchase and process books and set policy for the Collection. If interested, call Roger Koch at 661-9295.

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SPORTS

Frosh lights triumph over Cornell, Columbia

By Brad Billetteaux

The excellent freshman-light-weight crew squad came through for three wins over their Ivy League opponents from Cornell and Columbia last Saturday on Lake Cayuga in Ithaca.

The upperclass part of the team was not so fortunate as both the first and second varsity eights lost. The varsity 150-pounders were defending the Geiger Cup, which they had held for two years, and finished a disappointing third behind victor Columbia. Cornell was a scant one second back of the winning crew.

The varsity-first boat opened up at a 45 beat, settled to 38 and then re-settled to a 34 into the headwind. Close for 750 meters, they weren't able to keep up the pace, ending up 2 1/2 lengths to the rear of Columbia. Surprisingly this was Columbia's first victory for shirts in a few years.

The Engineer second varsity boat also stroked at 34 for the body of the race and beat the Lions by open water while losing by two lengths to the Big Red.

MIT's first frosh, a fine, fine boat, led all the way over Cornell's dog-legged course. They were never in trouble, finishing ten seconds up on Cornell and 17 on Columbia. The yearling boat is looking forward to facing Penn tomorrow in Philadelphia, and the way they are rowing, they are a sure bet to bring home more shirts. (The varsity will row against Navy as well as Penn.)

Tech boats in the second and third frosh categories also scored victories.

Times:
Var: 1) Columbia 6:51, 2) Cornell 6:52, 3) MIT 7:00
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Sophs dominate tennis

The MIT varsity tennis team whipped previously unbeaten Brandeis, 8-1, Monday in the last home match of the season.

The MIT men in white have played fine tennis since returning north from their southern trip. Recently the team pulled off consecutive upsets against Wesleyan and Boston College. April also saw victories against the University of Connecticut, Bowdoin, Colby, and the University of Massachusetts. Teams defeating MIT were Harvard, Williams, Dartmouth, and Trinity. The team now has a 7-8 record, 7-4 since the southern trip.

The success of the team can be attributed in large part to the contributions of the many sophomores who have moved up to key positions. Youth is one of the team's most impressive features. Of the top eight players, five — William Young, Ted Zouros, Kevin Stuhl, Mike Lewis, and Wally Shjeflo — are sophomores, and one, Lee Simpson, is a freshman. Furthermore, while Lance Hellinger '73 was injured early in the season, it was Gerard Lum, a sophomore, who stepped in to help take up the slack. Team captain Greg Withers is the only senior. Young, MIT's outstanding

top-seeded player, has been consistently besting the other top players in New England. His only loss here in the north has been to Harris Masterson '74 of Harvard, who was forced to fight off five match points in order to narrowly defeat Young, 7-6, 5-7, 7-5. Young is looking forward to future match-ups with Masterson in the next two years. Among Young's most impressive showings so far have been wins against Chris Warner of Williams, 6-2, 7-6, and Gary Mescon of Trinity, 3-6, 7-6, 6-1. On both occasions, Young's win was the only match chalked up to MIT against the opposition.

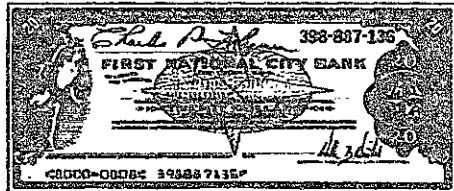
The number five seed, Simpson, has been playing promising tennis. He is the only freshman on the varsity, a distinction held by Young last year. When Struhl, Young's regular doubles partner, was sidelined with a strained shoulder Simpson teamed with Young for two strong wins against Colby and Wesleyan.

The new indoor tennis center was used several times during April to avoid postponements due to rainy weather.

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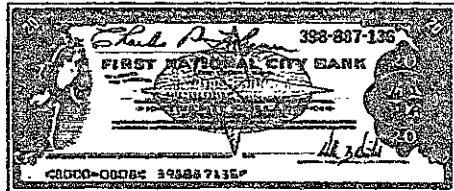
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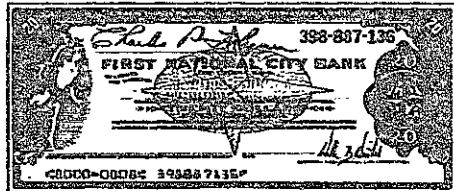
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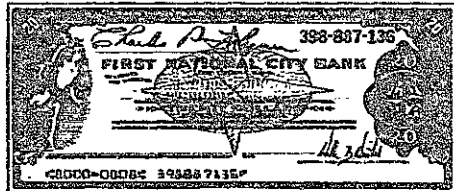
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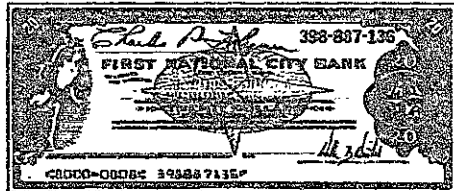
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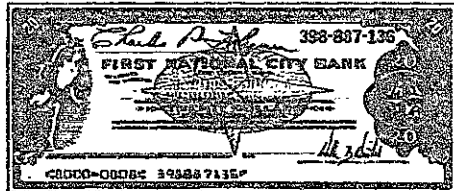
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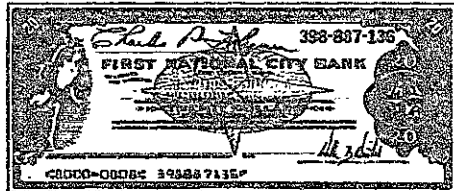
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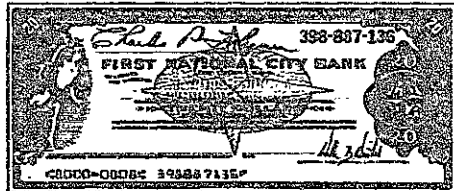
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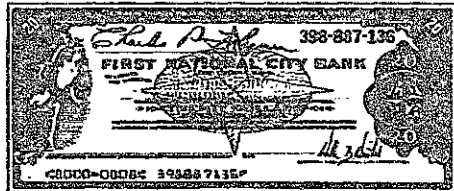
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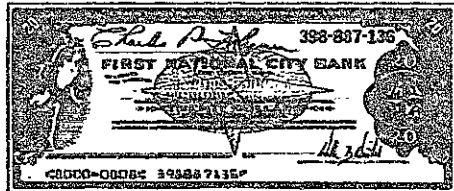
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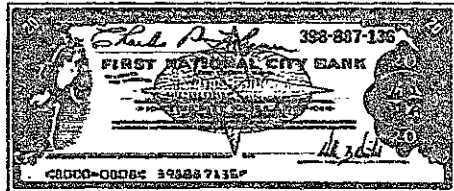
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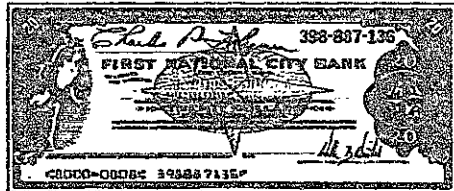
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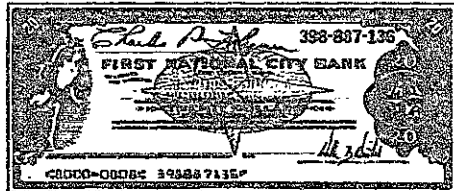
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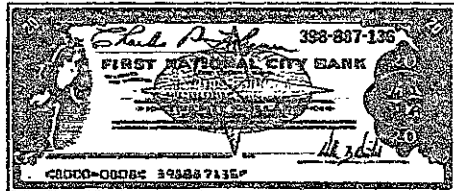
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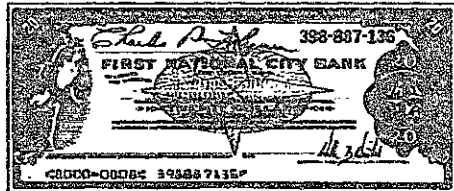
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